

# Coleridge Primary School

## SEN School Offer

[www.coleridgeprimary.org](http://www.coleridgeprimary.org)

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### Background information

Age group: 3-11

Number on roll: 232

Number on SEN register: 35

Number with an EHCP: 1

SEN Co-ordinator: Mrs Emma Moses

Lead governor for SEND: Mr Ray Griffiths

At Coleridge Primary School we passionately believe that all children should be equally valued in school. We strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. As a school we feel that it is essential to build a strong partnership between school and parents where we work together to support all children to reach their full potential and achieve to the best of their ability.

Coleridge Primary School is committed to inclusion. We aim to provide a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

#### **Mrs Emma Moses – SENCo**

ELKLAN/ASD trained

#### **Miss Zoe Pell – Foundation Stage Teacher**

Responsible for providing differentiated support between school and home through the use of discovery bags.

**TAs in school who are trained in specific interventions that are carried out in school on a regular basis.**

#### **Mrs Keeley Stevens – Head of Pastoral care**

#### **Mrs Angela Holland – Pastoral care**

Works closely with identified families, leads review meetings and are trained in Thera-play, family links and to complete Family Common Assessment Framework Forms.

#### **Miss Stacey Frost**

**Miss Victoria Carver**

**Mrs Alison Smith**

**Miss Jessica Porter**

**Mrs Laura Jeffries**

Responsible for providing 1:1 for allocated children.

### **At our school we aim to:**

- Identify at the earliest opportunity pupils who need support.
- Ensure pupils are given appropriate support to ensure they can access the curriculum.
- Enable pupils to reach their full potential.
- To ensure that pupils are given every opportunity to be included in all activities.
- Monitor and support pupils and continue that support for as long as it is needed.
- Work in partnership with pupils, parents and other external agencies to provide for the pupil's individual needs.
- To integrate all pupils to ensure they feel respected within the school environment.

### **Within our setting we offer:**

- Learning support programme (LSP) – planned by Learning Support Services.
- Neurological Development Delay Exercise (NDD)
- Physiotherapy activities for those children with exercises provided by a physiotherapist.
- Spirals in Early Years Foundation Stage to boost language and communication
- Talk boost – Speech and language programme
- Personalised learning for pupils across school
- Speech and Language Therapy programmes that have been written by Speech and Language Therapy.

### **We offer these specialist services:**

- Early Years Inclusion Outreach Support (EYIOS)
- Learning Support Services (LSS)
- Educational Psychologist Service (EPS)
- Autism Communication Team (ACT)
- Hearing Impairment Service (HI)
- Speech and Language Team
- Physiotherapy
- Occupational Therapy
- Clifton Learning Partnership Team – offering support at home as well as at school.

### **How can I get help for my child?**

If you are worried about your child's progress then initially speak to your child's class teacher. They can offer initial support and advice. They will also pass on this information to the SEN team.

If you are still worried that your child is not making progress then you can speak to the Special Educational Needs Co-ordinator – Mrs E Moses.

If you continue to have worries then you should speak to the Head Teacher about your concerns.

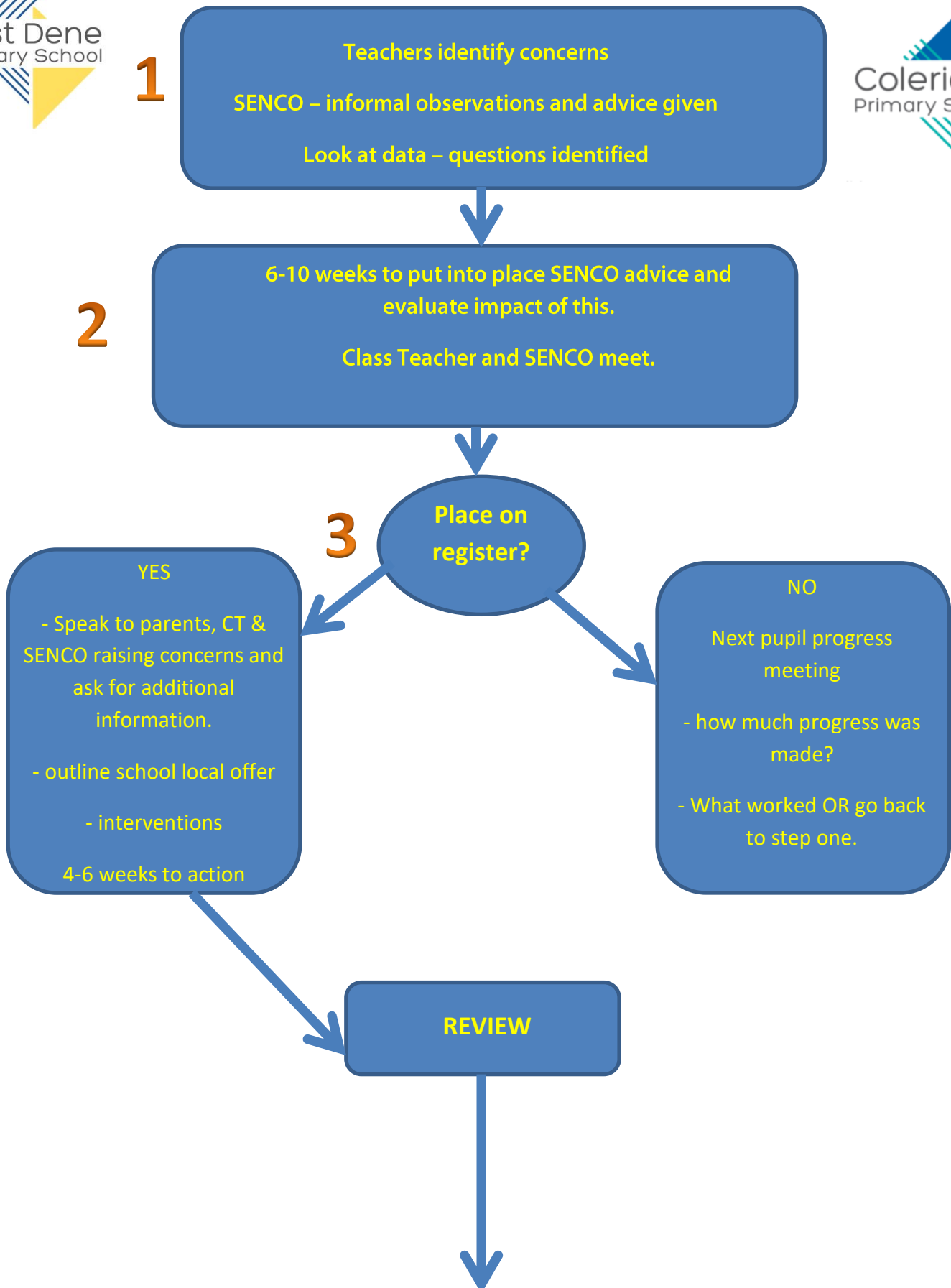
### **How would school identify that my child might have additional needs?**

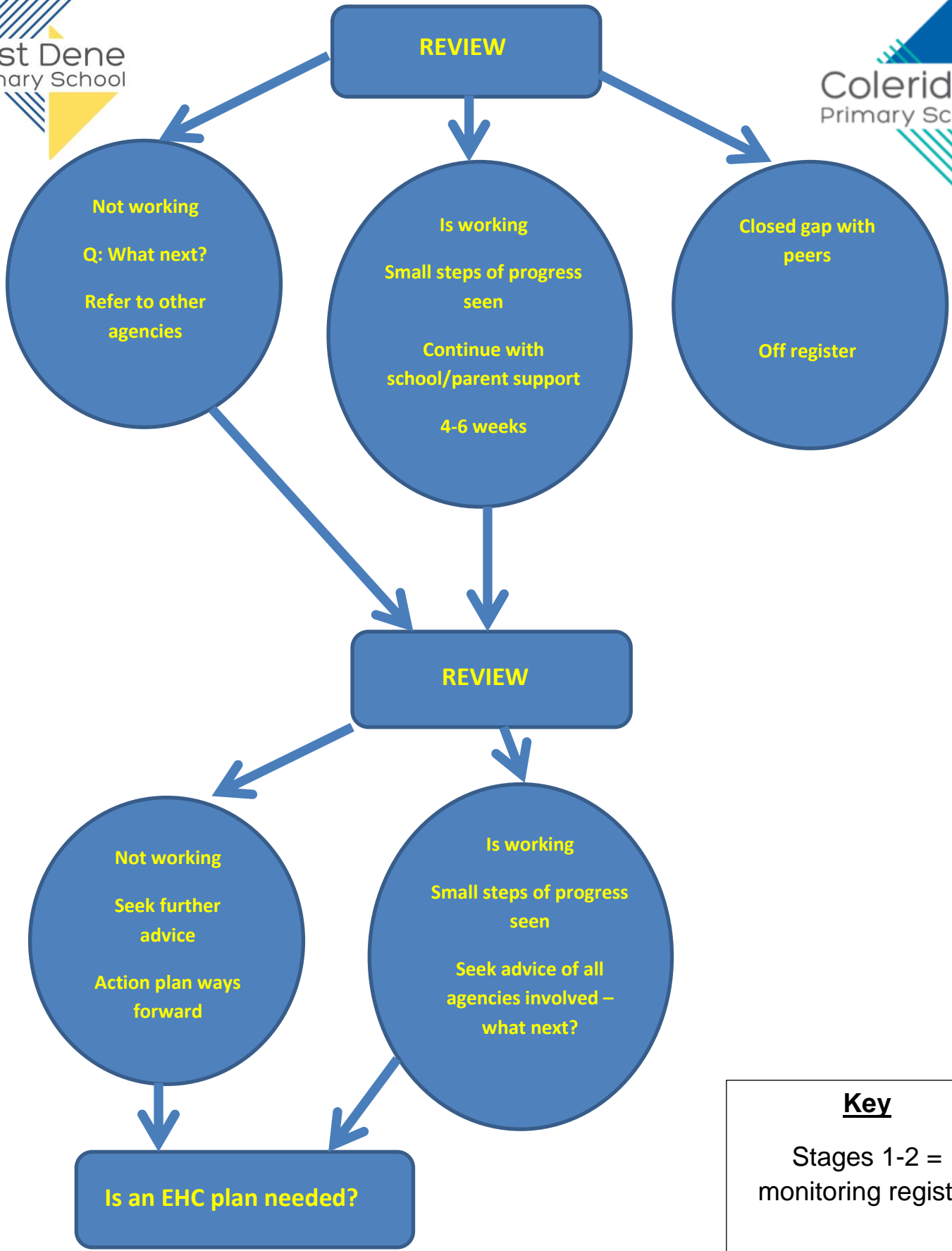
Teachers may notice within class that a child within their care needs additional support, they may then discuss this with parents/carers and the Special Educational Needs Co-ordinator.

Every half term teachers have a pupil progress meeting where class teachers discuss children who are and are not making expected progress. Teachers will then discuss the strategies or interventions that need to be put into place to best support your child. At this time we will discuss what expectations of what is in place in the classroom and an IEP mat (Individualised Education Plan) would be written. This will have three simple targets that your children will work on to try to accelerate their progress.

Please see the flow chart below which outlines our current identification system.

## Identification of SEN





**Key**  
Stages 1-2 =  
monitoring register

### **What are the teacher's responsibilities?**

- To deliver quality first teaching.
- To identify children at the earliest opportunity.
- To make the SENCO aware of any concerns.
- To plan and prepare resources needed to any child/children with SEN.
- To plan specific interventions in small groups.
- To be aware of any medical needs.
- To implement actions identified by the SENCO.
- To record and review progress against IEP targets.
- To record and update diaries of intervention regularly.
- To ensure TAs are informed and able to fully support those children with Special Needs.

### **What are the SENCOs responsibilities?**

- Supporting class teachers to plan and resource for children with SEN.
- Liaising with and advising teaching staff and TAs on SEN matters.
- Monitor provision of everyday practice.
- The daily implementation of the school SEN policy.
- Setting up with the collaboration of the teacher a provision map for each class.
- Co-ordinating the provision for children with SEN.
- Overseeing the records of all children with SEN.
- Contributing to training of staff.
- Observing lessons and monitoring the differentiation of planning.
- Liaison with parents and external agencies including the LA's support, Educational Psychologist, Health and Social Services and Voluntary bodies.

### **How will my child be included in outside activities?**

Wherever possible children will be supported to ensure that they can be included in outside activities and go on out of school visits. If a child has a specific physical or medical need we act upon the advice of specialists and individual risk assessments are carried out.

### **How will the school support my child?**

Initially school will offer your child quality first teaching. Work will be appropriately differentiated for children and provide activities that are more challenging or at an appropriate level. Where it is necessary children will work in small groups or one to one when a child needs additional help.

### **Useful links:**

Rotherham SEND Local Offer is available at:

<http://www.rotherhamsendlocaloffer.org>